DOCUMENT RESUME

ED 367 665 TM 021 102

TITLE	Standards for All: A Vision for Education in the 21st Century. High Standards for All Students. Goals 2000: Educate America.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	93
NOTE	18p.; A Background Paper for the Goals 2000: Satellite Town Meeting, September 21, 1993.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Educational Change; Educational Objectives; Elementary Secondary Education; *Futures (of Society); Graduation Requirements; Knowledge Level; National Competency Tests; School Districts; *Standards
IDENTIFIERS	*Goals 2000; Reform Efforts; Standard Setting

ABSTRACT

The vision of the Goals 2000 program for educational improvement leads to the fundamental question of what we want students to know. School districts throughout the country are beginning to grapple with this question, and some national efforts have been made to help them. The National Council on Education Standards and Testing has recommended development of voluntary national standards for achievement, and the Department of Education is supporting projects to develop standards in seven areas. Examples are given of standards that have been developed for mathematics (National Council of Teachers of Mathematics) and the arts. Final standards for each project may not be completed until 1995 or 1996, but communities need not wait to involve themselves in the standard-setting discussions. Every state, community, school, and home should be addressing what we want students to know and be able to do, and what can be done to help students meet high standards. Contains a list of 28 resources for further information. (SLD)

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Standards for All A Vision for Education in the 21st Century

TM021182

High Standards for All Students

A BACKGROUND PAPER FOR THE GOALS 2000: SATELLITE TOWN MEETING SEPTEMBER 21, 1993

It's one of the most important questions a community, school, or state can ask:

What do we want all our children to know and be able to do?

How we answer this question says much about what we want for our children and about what we expect of them, of our schools, and of ourselves. Yet until recently, we didn't pay a lot of attention to that question. We mostly left it up to test publishers and textbook companies to answer for us.

Then, in the 1980s, we were surprised by two discoveries. First, nationally normed tests used in many schools were misleading. Results from these tests were causing all 50 states -- and many parents and schools -- to believe the impossible: that their students were performing "above average."

Second, we learned that our "above average" students were consistently being outperformed in math and science by children in other industrialized countries -- by their future international competitors.

We also discovered one reason we were being outpaced. Other developed countries have something we don't: clear, high expectations for student performance.

Establishing clear standards lets everyone in the education community know what to aim for. They allow every student, every parent, and every teacher to share in common expectations of what students should know and be able to accomplish. Students will learn more when more is expected of them, in school and at home.

Al Shanker, President of the American Federation of Teachers, interviewed Russian youngsters now living in the United States:

> *"Every one of these 7th and 8th graders," says Shanker, "had the same response. They had already learned the material that they were getting in our seventh and eighth grade classes when they were in third or fourth grade in Russia. They said that school in the U.S. was very easy."*

The problem isn't limited to just the "bottom half" of students in the United States. Psychologist Harold Stevenson has been studying education in Asian countries and the U.S. for more than a decade. His studies show students in Japan, Taiwan, and China consistently outscoring ours in science and mathematics. One study of a comparable -- not an elite -- group of Japanese students relative to our students reveals a startling comparison: Students earning math scores in the top five percent in the U.S. knew the material on the test as well as Japanese students scoring at the 50th percentile. Our top students were performing at the level of Japan's average students.

How do other countries achieve such high levels of performance? They not only *hold* high expectations for their students. They design everything -- curricula,-teacher training, student testing, textbooks, and more -- around those expectations of what their students should know and be able to do. The various elements in their education system orbit around one purpose: helping students meet clear, high expectations.

Many Americans believe that it's time to do likewise. Without agreement on what our students should know and be able to do, each part of the educational system pursues different, and sometimes contradictory, aims. The result -- inequity, incoherence, and inefficiency -- is what we have in many schools in the United States today:

- Teacher preparation and professional development often operate independently of the curriculum of the schools -- unlike almost every other developed nation.

- Textbook publishers operate independently of the curriculum of the schools -- indeed they often create the curriculum -- unlike almost every other developed nation.

- Tests and assessments are generally created by test developers who operate almost entirely independent of the goals and curriculum of schools; most of our tests now do not measure the challenging material we want our kids to learn, thereby not reinforcing hard work at all -- unlike almost every other developed nation.

This just doesn't make sense. Teachers, textbooks, and tests -- as well as parents, the community, technology, and more -- ought to be working together to move all students toward high standards.

That is the vision of Goals 2000. And it is why the question, "How can we improve our schools?" leads inevitably to a more fundamental question: "What do we want students to know and be able to do?"

Communities and States Getting to Work

Communities have begun talking about what they want all students to know and be able to do. Several years ago, Charlotte-Mecklenburg Schools began a community-wide effort to define what would a "world-class education system look like in Charlotte-Mecklenburg, North Carolina." They settled on fourteen recommendations, the first of which was to develop world-class standards for student performance. Central office staff took the first crack at developing these standards, which are being revised based on suggestions from teachers at all 121 schools. The other recommendations, ranging from curriculum revision to professional development, seek to remake these schools into a system where all students reach those world-class standards. Teachers are developing lessons and instructional materials based on the standards. And all parents are sent a brochure describing what their children are expected to know and be able to do by the end of the school year.

This spring, Croton-Harmon schools in New York held five focus groups to find out what community members wanted their high school graduates to know and be able to do. The focus groups, led by trained market-research professionals, also looked at how the community might determine whether graduates actually knew and could do those things. In the box below are questions, or prompts, that were used to guide focus group discussions.

Community Focus Groups Ask:
"What Do We Expect from Graduates?"

Focus groups of citizens in the Croton-Harmon, New York School District met with trained market-research professionals to answer these questions, each of which was explored further using the prompts that follow:

1. What would you expect a graduate of our public schools to know and be able to do?

2. What evidence would you accept that he or she has achieved those goals?

Prompts for Exploring #1 (Graduation Expectations)

1. The overall education requirements in terms of years of English, history, mathematics, science, etc. have not changed in any significant way since most of us went to school. Our students will enter a work place that demands technology and where most of them will have approximately seven jobs in their lifetime. Do you think that the current requirements adequately help prepare students for that work place?

2. For the past five years the Labor Department and business roundtables around the country have listed interpersonal skills and the ability to work in group as essential to success in the work place. Do you think that the schools should work on these areas of the curriculum?

3. In times of economic difficulty society tends to focus on basics. What is your feeling about the place of music and the arts in preparing our students to take their place in society?

4. Are there any particular skills (for example, the ability to write clearly), habits of mind (for example, perseverance over time), or content (for example, facts about the Civil War) that you believe all graduates of our school should know or be able to demonstrate?

Prompts for Exploring #2 (Acceptable Evidence)

1. Doctoral students have to not only present their research but defend it orally before a committee. Do you think that high school students should have to publicly present and defend their larger works, and would you accept such a defense as a demonstration of mastery?

2. If students engage in school-sponsored internships or projects with child care agencies, industry, or environmental organizations, would you accept the report of the student's supervisor as part of his or her academic record?

3. Many of us have the experience of barely passing a certain course in order to get a required credit for graduation. Some schools now give a grade of A, B, C, or Incomplete, requiring the students to take the time necessary to do better than just pass. What do you think of this idea for our schools?

In the mid-1980's, California began developing its curriculum frameworks. The state uses those frameworks -- which quickly became models for other states and school districts -- as guideposts for improving and aligning key elements of its education system: professional development, student assessment, textbooks and other instructional materials.

Though California was first to steer state-wide reforms according to clear descriptions of what all students should learn, other states are doing likewise. South Carolina is developing new curriculum frameworks as part of ongoing state-wide reform that was kicked off under the "Education Improvement Act" of 1983. Kentucky is developing standards for students as a key component of the comprehensive "Kentucky Education Reform Act," passed by the Legislature in 1991.

Each state and school district shouldn't have to create its own internationally competitive standards. That's why there are efforts at the national level to help.

National Efforts to Help

The movement toward voluntary national standards emerged in 1989. That was the year that a national association of math teachers -- the National Council of Teachers of Mathematics (NCTM) -- laid out a vision of what all students need to know and be able to do in math. That vision, now known as the "Math Standards," was the result of a consensus process involving hundreds of math scholars and teachers over several years.

That same year the Nation's Governors met with President Bush in Charlottesville, Virginia, where they agreed that the nation must set ambitious educational goals. Then-Governor Clinton played a leading role in hammering out those goals over the next six months. A year earlier, the Southern Regional Education Board, led by Richard Riley, now U.S. Secretary of Education, established goals for the southern states which paved the way for the national goal-setting effort.

One of the National Education Goals announced the following year was that American students would demonstrate "*competency* in challenging subject matter including English, mathematics, science, history and geography." Everyone supported that goal, of course; but there was no clear, shared definition of the word "competency." Those involved in the goal-setting effort realized that much hangs on how that word is defined. So Congress created a bi-partisan council to further clarify what was meant by "competency," and how it could be measured. After months of debate, the council -- known as the National Council on Education Standards and Testing (NCEST) -- concluded that setting voluntary national standards was both "desirable and feasible." It recognized that the lack of such standards was helping to perpetuate educational mediocrity and inequity across America. And it suggested that the federal government take the next step and support the development of

voluntary national standards, so that communities and states would have something to draw on in defining "competency in challenging subject matter" for their own children.

NCEST recommended that the standards should embody certain characteristics: high expectations -- not expectations of minimal competency; focus and direction -- not a national curriculum; national -- not federal; voluntary -- not mandatory; dynamic -- not static. All of these now characterize the national standard-setting movement and the GOALS 2000: Educate America Act.

Taking its cue from the Council, the U.S. Department of Education is now supporting seven projects to develop standards in seven "challenging subject" areas: science, history, the arts, civics and government, geography, English language arts, and foreign languages. Each project is led by a professional association and is using a broad consensus process -- involving not only thousands of scholars and teachers, but citizens and parents as well -- to define what all students need to know and be able to do in these subjects.

As standards emerge from these projects over the next few years, states and communities may want to use them as benchmarks or guideposts for developing their own high standards for students. But that decision is up to states and communities.

These standards will fuel the push toward high, clear standards for all students under GOALS 2000. If passed by Congress, the GOALS 2000: Education America Act will establish a national council -- called the National Education Standards and Improvement Council (NESIC) -- to examine and approve standards that are rigorous, high quality, and internationally competitive.

Whether states seek this "seal of approval" is entirely up to each state; the process is entirely voluntary. But states and communities may find this national designation helpful in building grass-roots support for their own high expectations for all their children -- and for doing whatever it takes to help all children meet their own high standards.

To help, GOALS 2000 would also offer grants for states, communities, and schools to make the attainment of high standards a reality for every child. States and communities would be free to use these and other federal resources to pursue their own comprehensive plans for moving all children toward their own high standards.

WHAT STANDARDS LOOK LIKE: A FEW EXAMPLES

Math Standards

NCTM's Math Standards have become the model for standards-setting in other subject areas. These Standards describe mathematical skills and knowledge that all students should master at three grade- level clusters: kindergarten through 4th grade, 5th through 8th grades, and high school.

Each standard is accompanied by sample student activities that can be used to help students *reach* that standard. And each standard falls into one of four broad categories: problem solving, communication, reasoning, or mathematical connections. The following is an NCTM Math Standard for grades K-4:

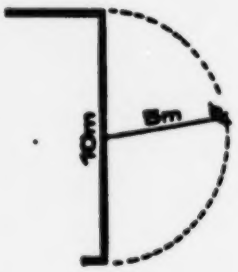
STANDARD 9: GEOMETRY AND SPATIAL SENSE

In grades K-4, the mathematics curriculum should include two- and three-dimensional geometry so that students can:

- describe, model, draw, and classify shapes;
- investigate and predict the results of combining, subdividing, and changing shapes;
- develop spatial sense;
- relate geometric ideas to number and measurement ideas;
- recognize and appreciate geometry in their world.

Below is an example of a mathematical problem that a student should be able to solve after having mastered this content:

A dog is tied to a 5-meter rope at the middle of the side of a garage. The side of the garage is 10 meters long. Make a sketch and use centimeter grid paper to estimate the area and shape of the ground on which the dog can walk.



Mission High School in San Francisco, California drew on the NCTM Math Standards to develop an innovative three-year math curriculum. Teachers have turned into "managers of discoverers" in their new role as guides for students immersed in complex mathematical problems. Each year, instruction is organized in four or five units that focus on multi-faceted problems. One unit begins with students reading "The Pit and the Pendulum," an Edgar Allen Poe story of a prisoner lying trapped in a cell as a 30-foot pendulum swings back and forth, dropping ever closer to his neck. In the time it takes for the pendulum to swing 12 times, he must devise and execute an escape plan. Will he escape in time? Was the story realistic?

To decide, students team up to explore the influence of weight and length on the swing of a pendulum. They use linear and algebraic functions, standard deviation, and probability. The

two-month unit culminates in the construction of a 30-foot pendulum. "It's the best math course I've taught," said teacher Dean Ballard. And all of the students who completed the full program went on to enroll in the fourth year math elective!

National standards are the "starting point" for the New Standards Project (NSP), according to Director Lauren Resnick. Nineteen states and six school districts are involved in the Project, which is developing performance assessments and demanding curricula based on high standards. A sample item from the math assessment that NSP conducted this spring follows:

A performance-based "task," or problem to solve, on the New Standards Project's assessment this spring asked 4th grade students to do the following:

> The 4th and 2nd graders in your school are going on a trip to Wonderland Amusement Park. Each 4th grader is going to be a buddy to a 2nd grader. Your buddy wants to go on as many different rides as possible.
>
> Unfortunately, there may not be time to go on every ride and you may not have enough tickets to go on every ride. So you and your buddy need a plan for the day. The bus will drop you off at the amusement park at 10 a.m. and pick you up at 1 p.m. Each student will get 20 tickets for rides. You may also want to plan some time for the box lunch you're bringing. The chart shows how much time and how many tickets you need for each ride. Use this information to plan a fun day at the amusement park for you and your buddy.

Students are asked to create a chart showing their plan for the day, and a second question asks them to write a letter to their buddy explaining their decisions.

Arts Standards

All seven national standards-setting projects will issue their standards in draft form and solicit comments from teachers, parents, citizens -- as many people as possible -- before publishing final standards. Each project has a broad panel of people from all walks of life overseeing its work -- teachers, parents, elected officials, labor leaders, employers, and others. All of the standards projects recognize that broad consensus is a necessary ingredient for the standards to be used.

The arts project is the first to produce a complete draft. Administered by a consortium of the American Alliance for Theater and Education, the Music Educators National Conference, the National Art Education Association, the National Dance Association, this project is seeking public comment on a full draft of national standards for theater, music, visual arts, and dance. (Copies of the full draft standards are available to all who are interested and any comments or suggestions are welcome by October 15, 1993. Call 1-800-USA-LEARN to get a copy.)

Arts standards have been developed for what students should know and be able to do upon leaving grades 4, 8, and 12. The standards are presented in three categories: creating and performing, perceiving and analyzing, and understanding cultural and historical contexts. Below is the overarching vision statement for the arts standards:

What Students Should Know and Be Able to Do in the Arts

There are many routes to competence in the arts disciplines. Students may work in different arts at different times. They may gain competence through a variety of approaches to study. Their abilities may develop at different rates. Essentially, however, the Standards ask that students should know and be able to do the following by the time they have completed secondary school:

- ***They should be able to communicate in the four arts disciplines (dance, music, theatre, and visual arts).*** This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and the intellectual methods of each arts discipline. This objective is addressed primarily in the Standards related to Creating and Performing, and is supported by Standards related to Perceiving and Analyzing;
- ***They should be able to communicate proficiently in at least one art form,*** including the ability to define and solve artistic problems with insight, reason, and technical proficiency. This objective is addressed primarily in the Standards related to Creating and Performing, and is supported by Standards related to Perceiving and Analyzing;
- ***They should be able to to develop and present basic analyses of works of art*** from structural, historical, and cultural perspectives, and from multiples of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines. This objective is addressed primarily in the Standards related to Perceiving and Analyzing, and is supported by Standards related to Understanding Cultural and Historical Contexts;
- ***They should have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods,*** and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures. This objective is addressed primarily in the Standards related to Understanding Cultural and Historical Contexts is supported by Standards related to Perceiving and Analyzing; and
- ***They should be able to to relate various types of arts knowledge and skills within and across the arts disciplines.*** This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project. This objective is addressed in all of the Standards areas.

As a result of developing these capabilities, students develop their own knowledge, beliefs, and values to use as criteria for making personal and artistic decisions. In short, they arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity.

GETTING STARTED

Many communities and states have begun using the Math Standards to transform teaching and learning in mathematics. They're re-examining and upgrading their math curriculum, assessment of students, professional development and certification for teachers, and more.

Some states and communities are also looking at documents that the standards groups themselves are using to steer the development of national standards. (To find out where you can get these documents, see "Documents for Setting Standards Today" at the end of this paper.)

While final standards for each project may not be completed until 1995 - 96, you don't have to wait. Call your local school district and state department of education to find out if there are fact sheets or other information on what students are expected to know and be able to do. Find out if your state or district is developing standards. Ask how you can participate or help.

Write to the national standards projects and ask for information. You can order a copy of the finished math standards (See "Voluntary National Standards"). Let the groups working on standards in the other subjects know if you would like to participate as a reviewer of drafts, or share those drafts with teachers at your local schools. You can contact the national standards projects at locations listed below (in the "Voluntary National Standards" section).

Most important is this. You can help fuel one of the most important discussions in America. It is a discussion that must get under way in every state, community, school, and home. It is a discussion that involves answering two questions:

> *What do we want all our children to know and be able to do?*
>
> *What can I do to help my children, the family next door, or the school down the street meet high standards?*

How we answer and act on these questions will make a world of difference for our children and for this country in the 21st century.

VOLUNTARY NATIONAL STANDARDS

Mathematics

To order *Curriculum and Evaluation Standards for School Mathematics*, write:

The National Council of Teachers of Mathematics
Order Processing
1906 Association Drive
Reston, VA 22091

Item number: 398E1, ISBN 0-87353-273-2

Cost: $25 each (discounts for bulk orders)

Science

National Academy of Sciences
National Research Council
2101 Constitution Avenue NW
Washington, DC 20418

Contact: Ken Hoffman
Completion: Summer 1994

History

National Center for History in the Schools at UCLA
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, CA 90024

Contact: Charlotte Crabtree
Completion: Spring 1994

Arts

Music Educators National Conference
1902 Association Drive
Reston, VA 22091

In coordination with the American Alliance for Theater and Education, the National Art Education Association, and the National Dance Association

Contact: Peggy Senko
Completion: Summer 1994

Civics and Government

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467

Contact: Charles Quigley
Completion: Summer 1994

Geography

National Council of Geographic Education
Geography Standards Project
1600 M Street, NW
Washington, DC 20036

In coordination with the Association of American Geographers, the National Geographic Society, and the American Geographical Society

Contact: Anthony DeSouza
Completion: Winter 1993-94

English Language Arts

The Center for the Study of Reading
174 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

In coordination with the National Council of Teachers of English and the International Reading Association

Contact: Jean Osborn
Completion: Fall 1995

Foreign Languages

American Council on the Teaching of Foreign
Languages, Inc. (ACTFL)
6 Executive Plaza
Yonkers, NY 10701-6801

Contact: Jamie Draper
Completion: Spring 1996

For general information about standards and frameworks development, contact:
Fund for the Improvement and Reform of Schools and Teaching (FIRST)

Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208-5524

DOCUMENTS FOR SETTING STANDARDS TODAY

National efforts are underway to create World Class Standards in the core subjects. In the meantime, many communities may want to take advantage of standards in some subjects already available.

ENGLISH

English-Language Arts Framework for California Public Schools, K-12, 1987.
Provides teachers, administrators, parents and publishers with an understanding of the State of California's philosophy of English education. It directly relates to English-language arts curriculum standards and guidelines published by the California Department of Education.

California Department of Education
Publicity/Sales Department
P.O. Box 271
Sacramento, CA 95812
(916) 445-1260

Supplemental Materials from the California Department of Education

Recommended Readings in Literature, K-8, Annotated Edition, 1988.
Recommended Readings in Literature, Grades 9-12, 1990.
Compiled by California teachers, librarians, and administrators to assist local schools in offering diverse, high quality works of literature.

Reading Objectives: 1990 Assessment, 1989.
Objectives being used to develop the National Assessment of Educational Progress in reading. Created by a national consensus process involving reading specialists, curriculum specialists, teachers and school administrators.

Ms. Munira Mwalimu
Aspen Systems, Inc., Suite 701
962 Wayne Avenue
Silver Spring, MD 20910
(301) 495-8623

Writing Assessment Framework for the 1994 National Assessment of Educational Progress (draft), 1992.
Objectives being used to develop the National Assessment of Educational Progress in writing. Created by a national consensus process involving writing specialists, curriculum specialists, teachers and school administrators.

Ms. Munira Mwalimu
Aspen Systems, Inc., Suite 701
962 Wayne Avenue
Silver Spring, MD 20910
(301) 495-8623

MATHEMATICS

Curriculum and Evaluation Standards for School Mathematics, 1989.
Created by a national group of experts and teachers of mathematics. Establishes 54 standards for mathematics achievement.

National Council of Teachers of Mathematics
Order Processing
1906 Association Drive
Reston, VA 22091
(800) 235-7566, extension 135
Fax: (703) 476-2970

Supplemental Materials from NCTM

Curriculum and Evaluation Standards Addenda Series
Developed to complement the NCTM Standards. Includes 22 volumes, each offering activity suggestions, teacher resources and assessment criteria for specific grade levels and content areas.

Mathematics Framework for California Public Schools, K-12, 1992.
Expands upon the 1985 Mathematics Framework. Includes general goals and objectives as well as specific suggestions and alternatives to meet those goals.

California Department of Education
Publicity/Sales Department
P.O. Box 271
Sacramento, CA 95812
(916) 445-1260

SCIENCE

Science for All Americans, 1989.
Published by the American Association for the Advancement of Science. Examines the substance and character of scientific education for all citizens. Defines common knowledge required for scientific literacy.

Oxford University Press
Order Department
2001 Evans Road
Cary, NC 27513
(800) 451-7556

Science Framework for California Public Schools, K-12, 1990.
Provides discussion of pedagogical approaches and processes, such as the scientific method, as well as specific recommendations for systemic reforms in science education, including suggestions for attracting more students to science classes.

California Department of Education
Publicity/Sales Department
P.O. Box 271
Sacramento, CA 95812
(916) 445-1260

Science Assessment Framework for the 1994 National Assessment of Educational Progress (draft), 1992.

Objectives being used to develop the National Assessment of Educational Progress in science. Created by a national consensus process involving scientists, curriculum specialists, teachers and school administrators.

Ms. Munira Mwalimu
Aspen Systems, Inc., Suite 701
962 Wayne Avenue
Silver Spring, MD 20910
(301) 495-8623

HISTORY

History Assessment Framework for the 1994 National Assessment of Educational Progress.
Objectives being used to develop the National Assessment of Educational Progress in history. Created by a national consensus process involving historians, curriculum specialists, teachers and school administrators.

Ms. Munira Mwalimu
Aspen Systems, Inc., Suite 701
962 Wayne Avenue
Silver Spring, MD 20910
(301) 495-8623

Building a History Curriculum: Guidelines for Teaching History in Schools, 1988.
Outlines six "Vital Themes" to be considered in the study of history, which can be used in designing and implementing a history curriculum.

National Council for History Education
26915 Westwood Road
Suite B-2
Westlake, OH 44145
(216) 835-1776

History-Social Science Framework for California Public Schools, K-12, 1988.
Outlines and organizes historical facts and concepts into a chronological, sequential system. Includes strands on geographic, historical, and civic literacy.

California Department of Education
Publicity/Sales Department
P.O. Box 271
Sacramento, CA 95812
(916) 445-1260

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire
Written by historians, curriculum leaders and classroom teachers. Identifies historical themes and understandings to be taught in grades K-12. A resource for setting standards and developing assessments, for teachers, curriculum planners, and policy makers.

National Center for History
Attention: Pamela Hamilton
University of California, Los Angeles
Moore Hall 231
405 Hilgard Avenue
Los Angeles, CA 90024-1521
(310) 825-4702

GEOGRAPHY

Guidelines for Geography Education: Elementary and Secondary Schools, 1984.
Employs five fundamental themes of geography to serve as guidelines for general geographic concepts, course offerings and student achievement.

National Council for Geography Education
16A Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-6290

Supplemental Materials from the NCGE

K-6 Geography: Themes, Key Ideas and Learning Opportunities, 1987.
7-12 Geography: Themes, Key Ideas and Learning Opportunities, 1989.
Serve as resources for key concepts and actual classroom activities. Expand upon and illustrate examples for implementation of the Guidelines for Geographic Education.

Geography Assessment Framework for the 1994 National Assessment of Educational Progress (draft), 1992.
Objectives being used to develop National Assessment of Educational Progress in geography. Created by a national consensus process involving geographers, curriculum specialists, teachers and school administrators.

Ms. Munira Mwalimu
Aspen Systems, Inc., Suite 701
962 Wayne Avenue
Silver Spring, MD 20910
(301) 495-8623

History-Social Science Framework for California Public Schools, K-12, 1988.
Outlines and organizes historical facts and concepts into a chronological, sequential system. Includes strands on historical, geographic, and civic literacy.

California Department of Education
Publicity/Sales Department
P.O. Box 271
Sacramento, CA 95812
(916) 445-1260

CIVICS

CIVITAS: A Framework for Civic Education, 1991.
Developed by the Center for Civic Education and the Council for the Advancement of Citizenship. Designed to guide curriculum designers, teachers, and administrators as they design a program to enable students to gain an understanding of the fundamental concept of citizenship, and the rights and responsibilities that accompany it.

Maxway Data Corporation
225 W. 34th Street
Suite 1105
New York, NY 10001
(800) 683-0812

History-Social Science Framework for California Public Schools, K-12, 1988.
Outlines and organizes historical facts and concepts into a chronological, sequential system. Includes strands on geographic, historical, and civic literacy.

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